

ANNUAL REPORT TO THE MINISTER

1994

GEORGE BROWN
THE CITY COLLEGE

Dear Minister,

We are pleased to present our annual report for 1994 outlining George Brown College's current position and our outlook for the future.

Like many colleges in Ontario, George Brown has gone through several years of adjustment to new social, economic and fiscal realities. It is now emerging from these years with renewed ability to meet the challenges of change in the future and continue to offer appropriate educational programming and services to its community.

Through careful planning and strategic investment of scarce resources, George Brown has moved aggressively with a college-wide program of review and renewal. As you will see in this report, this program is already resulting in higher quality programs that anticipate the needs of the employer community. We are also involved in the renewal of our facilities and service infrastructure to create an organization that is ready to respond in an efficient and effective way to changing needs. The College is also seeking and developing strategic partnerships in our community and around the world to expand the depth and scope of our educational mission. We are creating new educational opportunities that will allow thousands of people to realize their potential while creating lasting benefits for Toronto, Ontario and Canada.

The path ahead for George Brown is challenging. The rate of continuing structural change in the economy, in addition to shifting funding patterns by major funders, makes the prediction of training and education needs difficult. What is certain, however, is that George Brown is evolving to meet those emerging needs.



Geralyn Christmas
CHAIR, BOARD OF GOVERNORS



John Rankin
PRESIDENT

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COLLEGE MISSION AND GOALS

For many years, George Brown's mission and goals have been encapsulated in a succinct mission statement. The current mission statement reads: "George Brown's mission is to be a student-oriented, multi-cultural, highly diversified, innovative centre of learning in central Metropolitan Toronto, providing high-quality education, training, research, development and social services with integrity, professionalism and a sense of caring."

This mission statement, which was approved by the Board of Governors in 1985, is now being revised to reflect current realities and directions. To facilitate the year-long revision process, a committee made up of Board of Governors and College Council representatives developed the following statements of mission and goals, which will be used as a basis for consultation with staff and students.

IN ADDITION TO A MISSION STATEMENT

GEORGE BROWN IS DEVELOPING A
PHILOSOPHY OF EDUCATION THAT WILL
GUIDE THE COLLEGE IN THE DEVELOPMENT
AND REFINEMENT OF PROGRAMS AND
SERVICES. SEE APPENDIX 1.

"Working closely with partners from all sectors of our society, George Brown College will provide high-quality education that meets the evolving social and economic development needs of the communities we serve, and enables students to succeed in achieving their individual career and life goals.

**To meet community
needs and individual
goals we will:**

RESPONSIVENESS

- Respond quickly and with flexibility to changes in the communities we serve, renewing programming and delivery methods to meet emerging needs;

QUALITY

- Ensure a high degree of satisfaction with College programs and services among students, graduates, employers and other partners;

ACCESS

- Promote access to its programs and services;

LEARNING CULTURE

- Foster a culture of continuous learning within the College for students, staff and community partners;

LEADERSHIP

- Evolve in areas where the College is, or can become, a recognized leader;

DIVERSITY

- Promote the positive value of diversity in the College community and in society at large;

RESPONSIBILITY

- Secure the future stability of the College through the strategic investment of resources in innovative practices, programs and services."

MAJOR STRATEGIC DIRECTIONS

Academic:

Our academic planning process is now in its second phase with the development of a program evolution model. This will strengthen the academic identity of the College and ensure that our programs will evolve to continue meeting the needs of our community and the global economy. The major recommendations of the Academic Plan, introduced in May, 1993, have been implemented. Others are in process through the work of the Academic Plan Implementation Committee. College Standards and Accreditation Council (CSAC) and Prior Learning Assessment (PLA) directives have been integrated into the Academic Plan. The third phase of the plan is envisaged as an in-depth project to focus College activities on the development of a learning culture throughout the College.

FACILITIES:

Many of George Brown's facilities have been upgraded as part of the College's ongoing Campus Renewal plan. We expect to forward an updated plan to the Ministry in the coming months and hope to start the next major phase of Campus Renewal in the not too distant future. As part of this ongoing effort, the College has secured infrastructure funding to renovate the main floor of its St. James Campus starting in May, 1995. This renovation will include the creation of a student-financed student centre as well as improved accessibility to a wide variety of student services. The College is currently in the process of updating its plans, taking into account our experience with the first phase of Campus Renewal, as well as relevant strategic developments.

FINANCES:

We are committed to concentrating our resources where they belong — on education, learning and counselling. The College's immediate directions are three-fold:

Firstly, to ensure that financial performance targets are met in the 1994/95 financial year, resulting in a balanced budget. Secondly, to institute refinements for the 1995/96 in an activity-based budget model introduced in the 1994/95 year. Thirdly, to develop a budget for the 1995/96 year that includes funds for strategic investment in new programming, technology and processes.

The College is investing in the development of an integrated information system for the College following a template introduced in 1994/95. The information system will give the College new flexibility in achieving its administrative and academic goals and will permit it to offer higher levels of service to the College community. This system will bring new efficiencies to both student records and human resource functions.

Information

Systems:

*Revenue
Generation:*

George Brown will protect existing revenue streams through the refinement of the College's ability and capacity to respond aggressively to continuing change in traditional sources of funding.

We will also: work with the Ontario Training and Adjustment Board (OTAB), organized labour and the private sector to expand apprenticeships to new occupations on a College-wide basis and to specific designated groups; expand the variety and scope of education and training provided to the public and private sectors on a fee-for-service basis; and establish a fund-raising program in support of the College's facilities master plan and other strategic developments.

ADMINISTRATIVE:

George Brown is implementing the Administrative Plan, which focuses on the key issues of quality, service orientation, the provision of accurate and useful information in a timely manner, and staff development.

INTERNATIONAL EDUCATION:

The College has embarked on a three-year plan for international education to strengthen the College's reputation and strategic partnerships within Toronto, Canada and abroad and generate additional revenue. We have already developed a comprehensive international education plan in support of this objective.

George Brown has introduced a Prevention of Discrimination and Harassment policy as established by the Ministry's Framework for the Prevention of Discrimination and Harassment, and is providing associated training for all staff. The College is in the process of implementing the revised gender-neutral support staff job evaluation system. In addition, an employment systems review has been undertaken in preparation for the development of the College's Employment Equity Plan. An Instructional Skills Workshop has been expanded for teachers and chairs. Professional development activities at the College have been linked with issues arising from the Academic and Administrative Plans. In addition, a professional development week for all staff is being planned by staff professional development committees.

Human

Resources:

ENVIRONMENTAL FACTORS

**Internal
Environment:**

After several years of operating budget deficits, George Brown has planned a balanced budget in the current year. The College's budgeting success this year was the result of a carefully planned three-year strategy that included both managing spending and increasing revenue. The College is considering a phased-in approach to the tri-semester system. Contract training and international education are being developed as new sources of revenue.

While George Brown met — and in many cases exceeded — its divisional full-time, post-secondary enrolment targets this year, financial constraints at both federal and provincial levels created the need to maximize efficiency in the delivery of education. In order to increase efficiency, and improve the success rate of students in their programs, we have begun a comprehensive retention project.

Although we expect a continued decline in federal funding, even without dramatic changes in social policy we are well positioned to see modest revenue growth resulting from:

- the full establishment of the Ontario Training and Adjustment Board (OTAB), which could direct more training programs to colleges such as George Brown; and
- the recovering economy, which could mean more people start or continue apprentice training programs. Apprentices are often the last to be hired and the first to go during hard times. A more vigorous economy should help revive our programming. The new employment equity legislation also provides an opportunity for apprenticeship programs for persons previously excluded. George Brown, employers and OTAB recently announced a cook apprentice program for people with disabilities.

*External
Environment:*

While by many measures the recession ended some time ago, its effects on the local economy and employment continue to affect the lives of many people in the community served by George Brown. Many companies and public sector organizations have emerged from the recession with higher levels of productivity — and a corresponding reduction in staffing levels. The ability of Canadian businesses and organizations to become more productive and create jobs is yet unclear, as is what type of jobs will be created.

It is also clear that there has been permanent structural change in our national and local economies, which might affect the feasibility of programming in some fields, particularly technology and traditional skilled-trade apprentice programs related to the manufacturing sector.

George Brown's Faculty of Science and Technology, which has been experiencing less than planned enrolment in recent years, is a case in point. Demand for programming and graduates has dwindled in some construction and manufacturing-related skill areas.

(continued)

The College is responding with a comprehensive plan for the division and will aggressively seek opportunities in emerging technology fields, such as telecommunications.

A reflection of the so-called jobless recovery from the recession can be seen in job placement statistics for 1993 post-secondary graduates. Placement of graduates in full-time positions related to their programs fell to a historic low of 50 per cent of those contacted for the survey. The proportion of graduates who took part-time positions increased to about 20 per cent of those surveyed who were in the job market.

The recent social policy direction of the new federal government also creates some uncertainty for George Brown, as well as all other post-secondary educational institutions in Ontario. Reduced institutional funding and related increases in tuition fees and student loans could have a dramatic effect on the structure of higher education across the country.

MAJOR COLLEGE INITIATIVES AND ACTIVITIES

1.

QUALITY ENHANCEMENT:

An effort to enhance the quality of George Brown

programs, courses, services and facilities has served as the motivation for most of the planning and action by the College over the past year. Virtually all aspects of the College have come under critical review to determine their effectiveness and efficiency.

All post-secondary programs are being reviewed by the Program Evaluation and Review Committee (PERC) to determine how well they are meeting their educational mandates. PERC reviews the recommendations of program evaluation committees — which are made up of staff and students who seek the input of internal and external stakeholders — and follows up to ensure prompt implementation. In addition, academic leaders across the College are involved in an accelerated program evolution process to seek new directions or confirm the continuing value of existing ones. As noted in the Mission section of this report, George Brown is pursuing a policy of evolving into areas where leadership can be achieved. The College is also implementing the 150 recommendations of the Academic Plan — which covers virtually all aspects of academic life at George Brown and seeks to establish a learning culture at the College.

Programs:

Staff:

The College's Performance Planning for Excellence process, which focuses on the professional development of academic staff, is about to end a multi-year trial phase in which the work of hundreds of teachers was evaluated by their students and supervisors. Experience from the trial is being used in the development of an ongoing performance planning system. Evaluation-linked professional development systems are also being revamped for support staff and administrators.

SERVICES AND SYSTEMS:

George Brown is investing time and capital resources in the development of an effective and efficient infrastructure of services and systems. Foremost among these has been the introduction in the last year of a new computer system that will allow more efficient collection and distribution of student information and human resources data. Eventually, this computer backbone will provide smooth and fast links between enrolment, staff and financial data. The College has also adopted an Administrative Plan that includes action plans with deadlines for a wide range of administrative services and activities.

Facilities:

The renewal of George Brown's campuses is a major focus with the ongoing evolution of a facilities master plan and implementation of the Campus Renewal program. The first phase of Campus Renewal has been completed, including major renovations at St. James and Casa Loma Campuses. As a result, the College's Kensington Campus will close by the end of March, 1995. Planning for Phase 2 of Campus Renewal is continuing with major enhancements planned for St. James and Casa Loma, allowing for the eventual closing of Nightingale Campus and consolidation of all programs at the two remaining campuses. As previously noted, the College is currently planning the renovation of the ground floor of the main building of our St. James Campus to allow better student access to services such as registration and counselling, and to provide new meeting and recreational facilities in a student-financed student centre.

2.

Accountability

Closely linked with quality, accountability is a key concept at George Brown. Through a variety of mechanisms the College is becoming increasingly accountable to students, the tax-paying public, our immediate funders and our community partners at all levels. Through our PERC process, performance planning and frequent surveys of full-time and part-time students, we are attempting to ensure that we offer high quality programs that meet the needs of our students and community. A Student Success project that is being piloted this year is designed to reduce attrition by providing students at risk with appropriate supports. George Brown's Administrative Plan is predicated on increasing both cost-efficiency and service. Financial accountability is also seen as key in ongoing relationships with partners at all levels. The priority introduction of an up-to-date student records system over the past year ensures we provide partners with timely audits of enrolment with appropriate levels of accuracy and detail.

3.

EQUITY AND ACCESS:

George Brown's commitment to equity and access is evident in the initiatives we have recently launched. In addition to having mandated a policy on the prevention of discrimination, the College has initiated compulsory equity training for staff. It has been proactive in going ahead with a workforce survey in anticipation of employment equity legislation. George Brown also recently sponsored what is believed to be the first gay and lesbian issues workshop in the college system, developed an equity counselling for youth kit and has included an emphasis on equity in its apprenticeship plan.

4.

PARTNERSHIP:

To maximize efficiency of George Brown's operation, it is critical that we develop a wide variety of partnerships at all levels in the community. Recent developments include:

- Preliminary discussions with Ryerson Polytechnic University and other Ontario colleges to share curriculum, staff and resources. The College has already established formal agreements with 11 Ontario universities and 11 American universities to allow George Brown graduates easier access to higher levels of accreditation.
- George Brown works closely with local school boards to present college as a viable choice for many students. One recent development was a college orientation day for more than 730 students from the Toronto Board of Education, the Metro Separate School Board and the York Board of Education.
- Private sector training: There is a growing need for business and industry training that can be supplied by our new Employer Services Department. As more businesses recognize the value of training, we are in a position to offer them a variety of training options including specialized training in multicultural relations.
- Internally, the College works closely with two staff union locals and the newly formed Student Association, which has contributed greatly to our ability meet the challenges of the day.

5.

*Educational
Innovation:*

Programming at George Brown is evolving at a rapid rate — reflecting changes in the economy and new programming directions that will position the College for the 21st century. New developments include:

- A Faculty of Creative Work was formed in the past year to unite all arts and crafts programs into one unit and consolidate George Brown's position as a partner in the burgeoning arts and entertainment industries in Metro Toronto.
- The Learning Resource Centres and Audio-Visual Departments have joined the College's Academic Division to form the Faculty of Academic Studies and Resources. This faculty provides integrated, cross-college resources which are essential to student-centred education and a positive learning culture.
- New full-time programs include a one-year Small Business program, Electronic Prepress and Image Assembly program and Manufacturing Technology — Welding program.
- The College is poised to embark on the formation of a Centre for Advanced Engineering to support the development of the high technology sector and is pursuing development of several new apprenticeship programs in a variety of service industry occupations.

- George Brown started a Summer Languages program and a Language Training for International Students program this year as part of a larger strategy for our English as a Second Language Department that calls for diversified sources of funding.

- Continuing education is also a major focus for the College with the development of strategic partnerships with trade and professional associations to offer people career enhancement and industry-accepted credentials. George Brown now offers more than 110 part-time certificate programs.

- International development is a critical element in George Brown's planning. Recent successes include the establishment of an international Health Records Administration program and the rapidly growing work of the International Denturist Education Centre and Hospitality Centre. The College is currently involved in projects in Jamaica, Poland, Grenada and Ireland.

OTHER AREAS BEING DEVELOPED ARE

GENERAL EDUCATION, DISTANCE
EDUCATION, ADULT SKILLS ASSESSMENT
AND THE "INTERNATIONALIZATION" OF
CURRICULUM.

PHILOSOPHY OF EDUCATION

The current draft of the philosophy reads:

"George Brown College believes that education should be attentive to the needs of the individual learner and the community.

Recognizing the dignity, worth and uniqueness of the individual and the individual's right to realize her/his full potential, the college adopts a concept of education that is developmental and that offers equitable opportunity for access and outcomes for the learners in achieving their goals. The college also recognizes the importance of maintaining vital partnerships with the community in business, industry, labour and other educational institutions so that the educational experience is relevant, current and responsive to community needs.

Thus the purpose of education at George Brown College is to meet the educational needs of a changing society moving into a new century, to prepare a skilled and adaptable workforce and to enhance the choices and opportunities of individuals while contributing to their development as informed, productive and socially responsible citizens.

To these ends, George Brown College is committed to providing a balanced curriculum which maintains the integrity of vocational education, generic skills training and general education, to making research and development integral components of the educational process and to maintaining an active learning culture at the centre of all aspects of the life of the college.

These central principles regarding teaching and learning are embraced by the college:

- 1) Learning is the college's central activity; it is essential that all members of the college and all aspects of college life reflect this commitment.
- 2) Learning is a holistic, developmental, life-long process which results in growth in the emotional, intuitive and rational domains. Encompassing the development of skills, abilities, knowledge and disposition, the learning process enables the economic and political life of the community and to formulate and achieve personal goals.
- 3) Increased democratization in the life of the college is expressed in the teaching/learning environment through the fostering of interactive, supportive teacher/student relationships and participation of students in establishing goals, methodologies and evaluation tools in courses.
- 4) Teaching requires a commitment to empowering students in their own learning by demonstrating sensitivity to the experience and perspectives of the participants in the learning environment with respect to class, race, gender and sexual orientation and by fostering an environment that is responsive to different learning styles.
- 5) Enhancement of the opportunities and choices for learners is reflected in the provision of a curriculum which offers the possibility of articulation and transfer with other educational institutions.
- 6) Innovative and creative approaches to teaching and learning are a central focus of the teaching/learning environment of the college.
- 7) Review, renewal and development of curriculum and professional performance are integral to maintaining the vitality and excellence of the educational life of the college
- 8) Academic leadership is essential to achieving excellence in all aspects of college life."



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